

Penn Cambria Curriculum

Course Name	Honors US History II / Adv. US History II (1930-Present)
Length of Course	<i>1 semester in block schedule (weighted at 1.10 for GPA calculations)</i>
Grade Level	11 ** Dual Enrollment Course
Prerequisites	88% in Honors US History 1 or 95% in US History 1
Course Description	<p>This is a more rigorous course that includes the same curricular content as U.S. History 2. However, this course will include a more in-depth, all encompassing study of history and such areas as political institutions, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. This course has rigorous requirements regarding class participation, written analysis and outside readings.</p> <p>This course may be taken for college credit through a dual enrollment agreement with Mount Aloysius College.</p> <p>U.S. History II examines the United States' political, social, and economic structures, contributions and activities as they relate to our region, state, nation, and world. U.S. History II continues the story of America where U.S. History I ended. Topics include: the Great Depression, the New Deal, World War II, the Cold War era, the Civil Rights Movement, the 60's and 70's, the 80's and 90's and major events of the 21st Century.</p>
Units of Study	<ol style="list-style-type: none"> 1. Reconstruction-1929 Review 2. The Great Depression & the New Deal 5. WWII 6. The Cold War Era 1945-1965 7. The 60s and 70s 8. The 80s and 90s 9. The 21st Century
Materials	<p>Text: <u>America Past and Present</u> Pearson (Prentice Hall) c2007</p> <p>Supplemental Materials: Various video and multimedia resources, primary and secondary source readings</p>

At Penn Cambria High School, all core subject courses are aligned to the Pennsylvania Academic Standards and focus on ensuring students have a solid understanding of core concepts. In addition, all courses encourage critical thinking and an in-depth analysis of subject matter in addition to building a strong foundation.

The primary goal of the ***honors level*** curriculum alternative for these core courses is to provide students with a more in-depth study of the concepts by deepening the academic study and more academic reading. Students in the honors level of a core course will be expected to engage in analysis, evaluation and synthesis level activities with more frequency and for a longer duration than that found in the non-honors level course.

The following PA Academic Standards are integrated throughout this course. In addition, PA Academic Standards specific to a unit of study are contained within that unit.

History

8.1.12 A Evaluate chronological thinking

8.1.12 B Synthesize and evaluate historical sources

8.1.12 C Evaluate historical interpretation of events

8.1.12 D Synthesize historical research

8.2.12 A & 8.3.12 A Evaluate the political and cultural contributions of individuals and groups to Pennsylvania and United States history from 1890 to Present (ex: inhabitants, political leaders, military leaders, cultural and commercial leaders, innovators and reformers).

8.2.12 B & 8.3.12 B Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania and United States history from 1890 to Present.

8.2.12 C & 8.3.12 C Identify and evaluate how continuity and change have influenced Pennsylvania and United States history from 1890 to Present (ex: belief systems and religions, commerce and industry, innovations, politics, settlement patterns, social organizations, transportation, Women's Movement).

8.2.12 D & 8.3.12 D Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania and United States history from 1890 to Present (domestic instability, ethnic and racial relations, labor relations, immigration, military conflicts).

Civics and Government

5.2.12 D Evaluate political leadership and public service in a republican form of government.

5.3.12 B Analyze the responsibilities and powers of the national government.

5.3.12 E Evaluate the role of political parties in election campaigns.

5.3.12 J Evaluate the role of the media in political life in the United States and explain the role of the media in setting the public agenda.

5.4.12 B Analyze the United States' interaction with other nations and governmental groups in world events.

5.4.12 C Compare how past and present United States' policy issues have changed over time and analyze the impact on future international relationships.

Geography

7.1.12 B Analyze the location of places and regions.

Unit: Reconstruction-1929 Review

Estimated Time: 1.5-2.5 weeks

Curricular Objectives:

Students will:

1. Analyze the impact of Reconstruction on politics and society.
2. Analyze major political and social events during the Gilded Age.
3. Evaluate the reasons the US declared war on Spain, changing US diplomatic policy and world reaction
4. Analyze the events that resulted in the US becoming a world power
5. Compare the foreign diplomacy of progressive presidents
6. Analyze the causes and effects of WWI
7. Evaluate the reason for and effects of the crash of 1929

Assessments/ Measurement of Objectives:

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Document based essays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

Suggested Methods of Instruction / Learning Activities:

- Creation of visual display of presidential diplomacy
- Presentation of time capsule elements
- Open-ended response and essay writing activities based on primary and secondary source materials
- Reading across the curriculum activities using primary and secondary sources

Unit: The Great Depression & the New Deal
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Estimated Time: 3- 3.5 weeks

Additional Standard Alignment:

6.1.12 D Describe historical examples of expansion, recession, and depression internationally.

6.2.12 H Evaluate the economic roles of governments

6.3.12 A Analyze actions taken as a result of scarcity issues in the regional, national and international economies.

Curricular Objectives:

Students will:

1. Analyze the impact of the Great Depression on American society and its impact on the world economy.
2. Examine Hoover's response to the Great Depression and the nation's reaction.
3. Examine the impact of the Dust Bowl.
4. Compare and contrast the 1st and 2nd New Deal (including programs and impact).
5. Analyze reactions to the New Deal from both Liberals and Conservatives.

Assessments/ Measurement of Objectives:

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Document based essays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

Suggested Methods of Instruction / Learning Activities:

- Presentation highlighting comparison of government reaction to depression with ideas and programs in current administration.
- Open-ended response and essay writing activities based on primary and secondary source materials
- Reading across the curriculum activities using primary and secondary sources

Unit: WWII

Estimated Time: 3-3.5 weeks

Curricular Objectives:

Students will:

1. Analyze how the Treaty of Versailles set the stage for World War II.
2. Compare the rise of totalitarianism in Europe and Asia
3. Describe Hitler's rise to power and the role of appeasement
4. Analyze the causes of World War II.
5. Analyze the impact of major events in both the European and Pacific theaters.
6. Examine the social, political and economic impact of WWII on the home front.
7. Examine the impacts of the holocaust on Europe and the world.
8. Analyze the results of World War II on the United States and the world.

Assessments/ Measurement of Objectives:

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Document based essays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

Suggested Methods of Instruction / Learning Activities:

- Time line of key battles and events
- Graphic organizer activities
- Primary source readings and activities
- Life on the home front writings

Unit: The Cold War Era 1945-1965

Estimated Time: 1.5-2.5 weeks

Curricular Objectives:

Students will:

1. Analyze how the Cold War developed and its impact on foreign relations.
2. Analyze the causes, results, and effects of the Korean War, the Bay of Pigs and the Cuban Missile Crisis on the society and politics of the US.
3. Analyze the impact of changes in American society brought about by advances in technology, communications, and the rise of consumerism.
4. Analyze key foreign and domestic events during the presidencies of Harry Truman and Dwight Eisenhower.
5. Analyze key foreign and domestic events during the presidency of John F. Kennedy.

Assessments/ Measurement of Objectives:

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Document based essays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

Suggested Methods of Instruction / Learning Activities:

- Presentation on the similarities of the Red Scare of the 1950s and the 1920s.
- Decade project highlighting social issues and changes of the 1950's
- Reading the content area activities
- Historical interviews – review of primary sources
- Continuity and change essay

Unit: The 60s & 70s

Estimated Time: 3-4 weeks

Standard Alignment:

6.1.12 D Describe historical examples of expansion, recession, and depression internationally.

6.2.12 F Identify and analyze forces that can change price.

6.3.12 A Analyze actions taken as a result of scarcity issues in the regional, national and international economies.

5.3.12 H Evaluate the impact of interest groups on the political process.

Curricular Objectives:

Students will:

1. Analyze the impact of key figures and events during the **Civil Rights Movement**.
2. Evaluate the impact of US involvement in Vietnam and the social and political impact of the Vietnam Conflict.
3. Examine the impact of the social upheaval of the 1960s.
4. Evaluate the impact of LBJ's Great Society programs on the country.
5. Analyze the political tensions evident in the country during the 1968 election.
6. Explain major events during Nixon's presidency and analyze the impact of the Watergate scandal on the country.
7. Analyze the impact of the economy and the oil crisis in the 1970's on politics and society.
8. Analyze major foreign policy issues in the post-Vietnam era during the presidencies of Nixon and Carter (Oil Crisis, Camp David, Afghanistan, Iranian Hostage Crisis).

Assessments/ Measurement of Objectives:

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Project based learning activities
- Document based essays
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

Suggested Methods of Instruction / Learning Activities:

- Great Society Programs – Then and Now... project
- Graphic organizer on the similarities between the Korean Conflict and the Vietnam Conflict
- Essay describing the effect of public opinion on governmental action or the effect of governmental action on public opinion in the 60s & 70s
- Conflict and cooperation essay
- Analyzing primary source documents
- Personal interviews and/or narratives (primary sources)

Unit: 80s & 90s

Estimated Time: 2 weeks

Standard Alignment:

5.3.12 H Evaluate the impact of interest groups on the political process.

Curricular Objectives:

Students will:

1. Analyze factors that led to the growth of conservatism in the late 70's and early 80's.
2. Analyze the impact of key domestic events during the Reagan and Bush presidencies.
3. Evaluate the events and people which led to the end of the Cold War and the dissolution of the Soviet Union.
4. Examine the social and political impact of UN involvement in the Persian Gulf War.
5. Examine the impact of key domestic issues (socially, economically, and politically) during the Clinton presidency.
6. Analyze the key foreign policy issues during Clinton's presidency.
7. Compare the social, political, and economic impact(s) of the Reagan, GH Bush, and Clinton administrations.

Assessments/ Measurement of Objectives:

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Project based learning activities
- Document based essays
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objective

Suggested Methods of Instruction / Learning Activities:

- Graphic organizer and presentation of major policy and events of the Reagan, GH Bush and Clinton administrations
- Journal: Historical Occurrences During My Lifetime
- Analyzing primary source documents
- Personal interviews and/or narratives (primary sources)

Estimated Time: 2 weeks

Additional Standard Alignment:

6.1.12 D Describe historical examples of expansion, recession, and depression internationally.

5.3.12 H Evaluate the impact of interest groups on the political process.

Curricular Objectives:

Students will be able to:

1. Examine the political polarization in the country evident in the Election of 2000.
2. Analyze the impact of September 11, 2001 on the United States.
3. Identify the original and ongoing causes of US involvement in Afghanistan and the War in Iraq.
4. Examine the social, political, and economic impact(s) of the G.W. Bush and Obama administrations.
5. Examine the role of the economy in society and politics in the 21st Century.
6. Analyze major events, key figures and groups shaping current history.

Assessments/ Measurement of Objectives:

- A. Objective quizzes and tests
- B. Student written responses (open-ended, essay and/or constructed response)
- C. Student created presentations/displays
- D. Project based learning activities
- E. Document based essays
- F. Classroom based activities related to learning objectives
- G. Homework / Independent Practice activities related to learning objective

Suggested Methods of Instruction / Learning Activities

- Election video clips
- Oral history interviews
- Current events readings/discussions
- Cumulative projects involving themes such as conflict and cooperation, continuity and change, and the political and cultural contributions of individuals or groups.